

INTRODUCTION

The Individual Student Alternative Education Plan (ISAEP) program prepares students at risk of dropping out of public high school to take the General Educational Development (GED®) test while developing career and technical education skills. The ISAEP program fulfills compulsory attendance requirements for students who are between 16 and 18 years of age.

ELIGIBILITY

A student is eligible for enrollment in the ISAEP program if the student

- is currently enrolled in a public high school
- is a least 16 years of age
- is at risk of dropping out of school
- is not earning the required number of credits at school
- meets academic entrance requirements; and
- chooses to prepare for the GED® test.

Student enrollment requirements for the ISAEP program are:

- an initial principal-parent-student (PPS) meeting
- a student evaluation /assessment
- a 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement
- achievement of a score of 125 or higher on each of the of the four GED Ready™ practice subtests, and
- enrollment in a VDOE approved certification course and enrollment/completion of the Economics and Personal Finance class prior to completion of the ISAEP program.

Once a student meets the enrollment requirements, the development of the ISAEP is undertaken in a second PPS meeting.

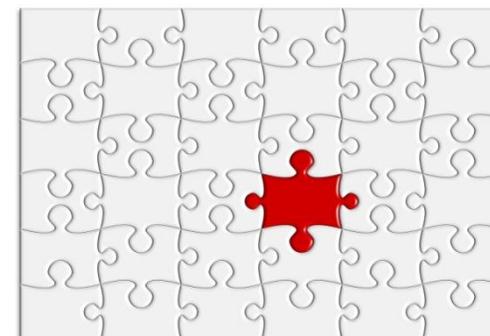
WHERE?

Most public school divisions in the Commonwealth of Virginia participate in the ISAEP program. Students and parents seeking information about the program should contact their high school guidance counselors or administrators. Information may also be obtained from the Virginia Department of Education by contacting the ISAEP Specialist at the Office of Adult Education and Literacy at 804-786-3347 or via email at: michael.nusbaum@doe.virginia.gov.

More information is available on the Office of Adult Education and Literacy (OAE) Web site at: www.doe.virginia.gov/instruction/isaep/index.shtml.



THE INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN PROGRAM



Finding an alternate path

The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

INITIAL MEETING

The purpose of the initial principal-parent-student meeting is to help parents and students understand the following options for satisfying Virginia's compulsory attendance requirement: (1) remaining in the regular school program, (2) enrolling in an alternative education program, or (3) completing an ISAEP. At this initial meeting, parents will sign a



consent form that confirms their receipt of a complete disclosure of the ISAEP

program and their understanding of all requirements for each of the options for completing public school.

STUDENT EVALUATION/ASSESSMENT

The purpose of the student evaluation is to provide the student, the parents, and the principal with the information necessary to assist the student to successfully complete the program. Students planning to satisfy compulsory attendance requirements by completing an ISAEP must first demonstrate that they have the ability to benefit from such a program. Formal academic and career/technical evaluations will be conducted. Evaluation results will be used in the development of each student's ISAEP.

DEVELOPMENT OF THE ISAEP

Parents, students, and principals/designees are required partners for developing an ISAEP. Other individuals may also



be invited to participate as is needed or required. The ISAEP will address the needs of the student based on the evaluation results.

Each ISAEP must include the following components.

- Career guidance and counseling
- Attendance in a GED®-preparation program or alternative education program
- Counseling on the economic impact of failing to complete high school
- Procedures for re-enrolling in regular high school programs
- A career/technical training component

The ISAEP will include a career/technical training component to help ensure that students exit the program with the skills necessary to find entry level employment. Potential career/technical training components include apprenticeships, cooperative learning experiences, paid or unpaid internships, service learning, and/or job shadowing.



Parent(s), the principal/designee, the student, and other appropriate individuals will sign the initial ISAEP and any subsequent amendments.

ISAEP ONGOING ACTIVITIES

Local school divisions have the flexibility to design activities that meet the educational needs of individual students. However, certain elements must be provided on an ongoing basis. These include:

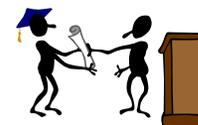
- academic preparation for the GED® test;
- career counseling to include emerging career opportunities; and

- updates to student and parents about career opportunities available as a result of the student's improved academic and career/technical preparation.

EXITING THE ISAEP PROGRAM

Students can exit the ISAEP program in one of two ways.

- Students must successfully complete all of the requirements of the ISAEP, which include passing the GED® test.
- Students can discontinue their involvement in the ISAEP process and re-enroll in any accredited secondary educational program.



GED® TESTING*

ISAEP students are required to attain a minimum score of 150 on each of the four GED Ready™ practice test sections before being allowed to take the GED® test. Passing the GED® test does not constitute completion of the ISAEP program or of the state's compulsory education requirements. All components of the ISAEP must be completed in order to meet these requirements.



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STUDENTS WITH DISABILITIES

Placement of qualifying students with disabilities will be determined by the student Individual Education Plan (IEP) and/or the 504 process. Students with disabilities complete their ISAEP per the Individuals with Disabilities Education Act (IDEA), and they continue to be entitled to free access to public education through age 21.